

ASVAB Career Exploration Program

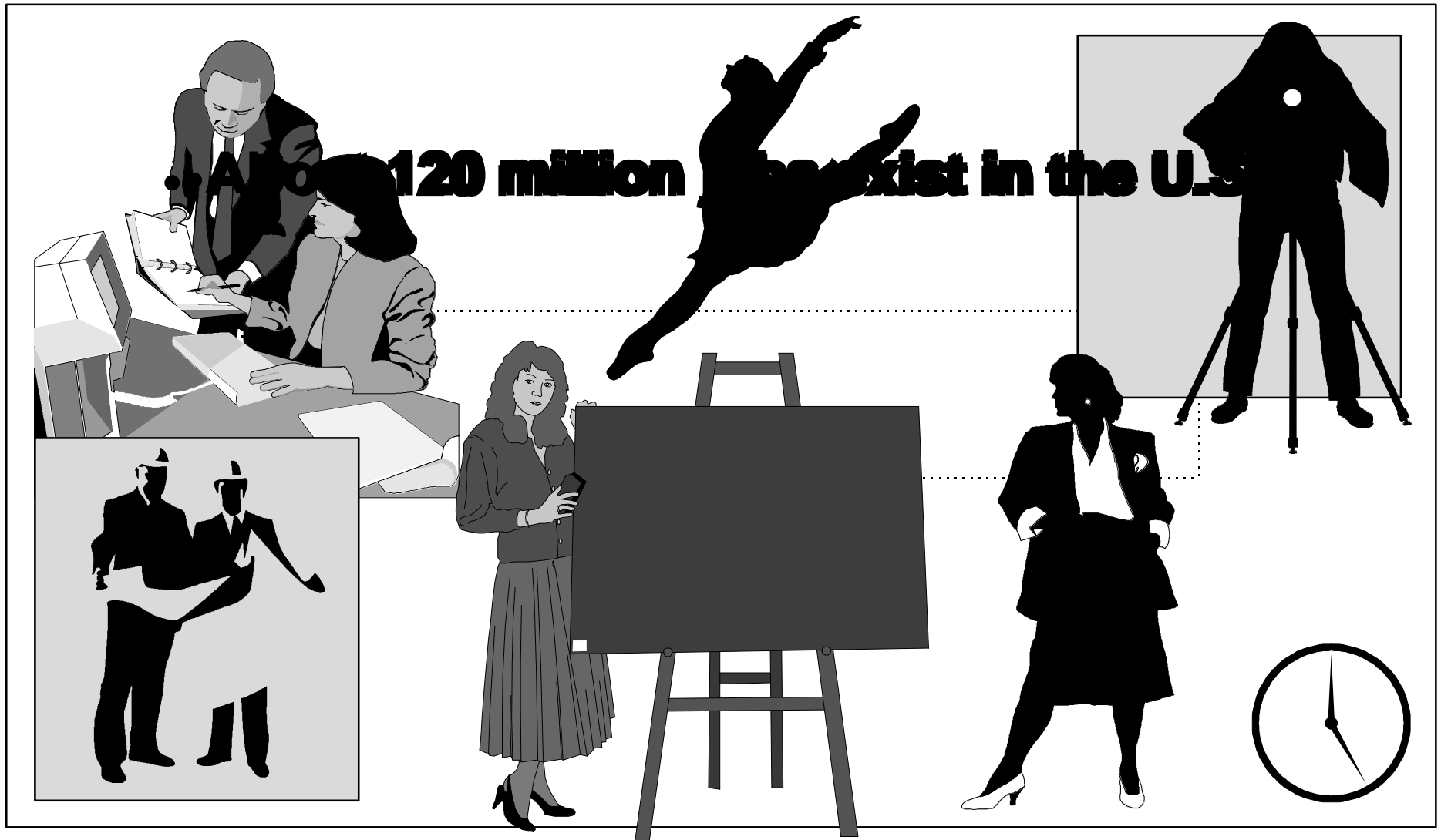
Overview



**Preparing Youth
for a
Changing America**

Presented by
Dr. Janet Wall
Department of Defense

Setting the Stage for Career Exploration

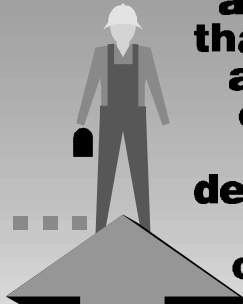


Did You Know?

72% of all employed adults would try to get more information about job or career options if they could plan their work lives again.



Only 36% of employed adults report that they made a conscious choice and followed a definite plan to get their current job.



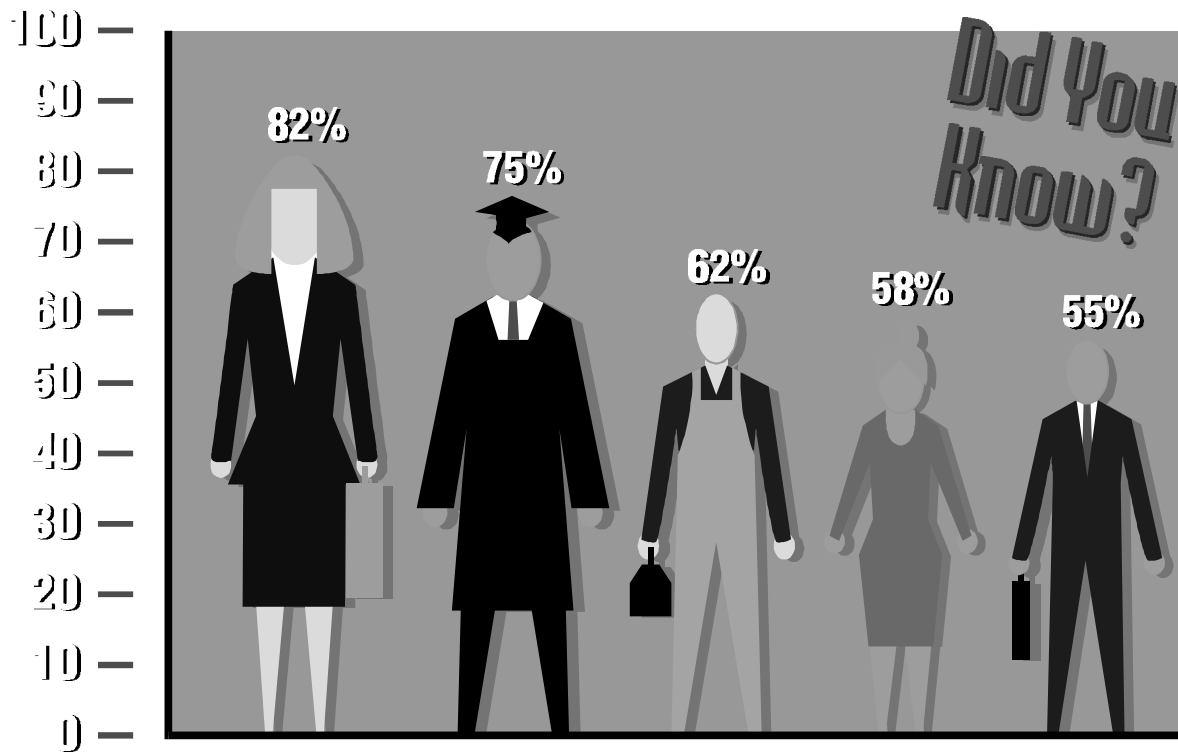
Nearly one in five employed adults report that they obtained their current job through a series of chance circumstances.



Source: USA TODAY, September 1995

(All Figures According to a Recent Gallup Poll)

Did you know?



- 82% of Americans who used career counselors judged them to be useful.
- 75% of Americans would seek more career planning help if they were back in school.
- 62% of American young adults are not satisfied with their current job.
- 58% of Americans believe that parents and relatives are the most dependable source for career planning information.
- 55% of Americans quit their last job due to dissatisfaction.

All figures from recent NOICC and NCDA supported Gallup Poll

Trends for Tomorrow's Workforce

- Rate of workers entering workforce is declining
- Average age of workers will increase
- Feminization of the workforce
- One-third of new workers will be minorities
- More immigrants than any time since WWII
- Most new jobs will be in Services, Information, and Advanced Technologies
- New jobs will require higher skills
- Challenge for businesses and education is immense

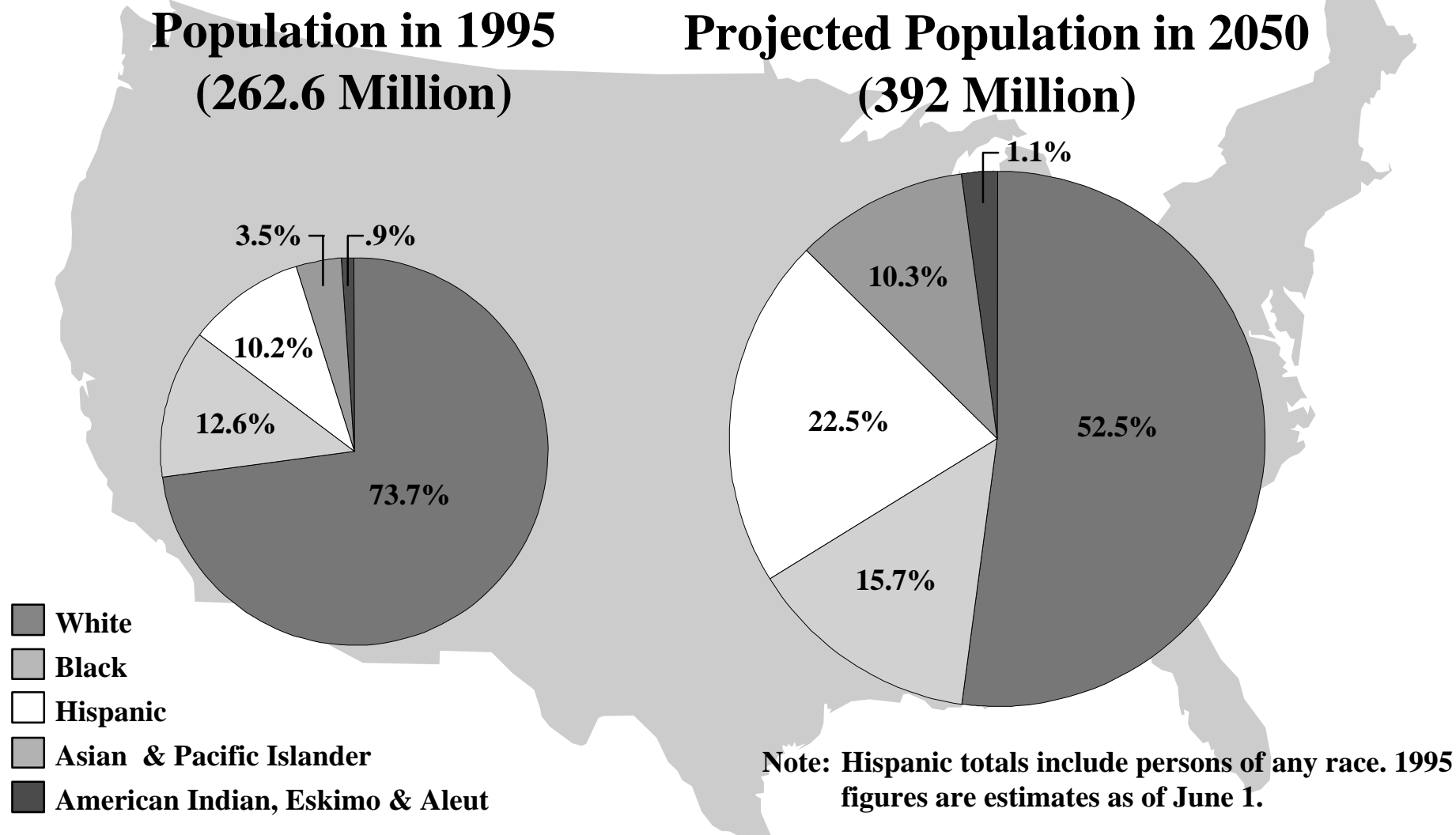
Feminization of the Workforce

By year 2000, 60% of females over age 16 will be in the workforce.

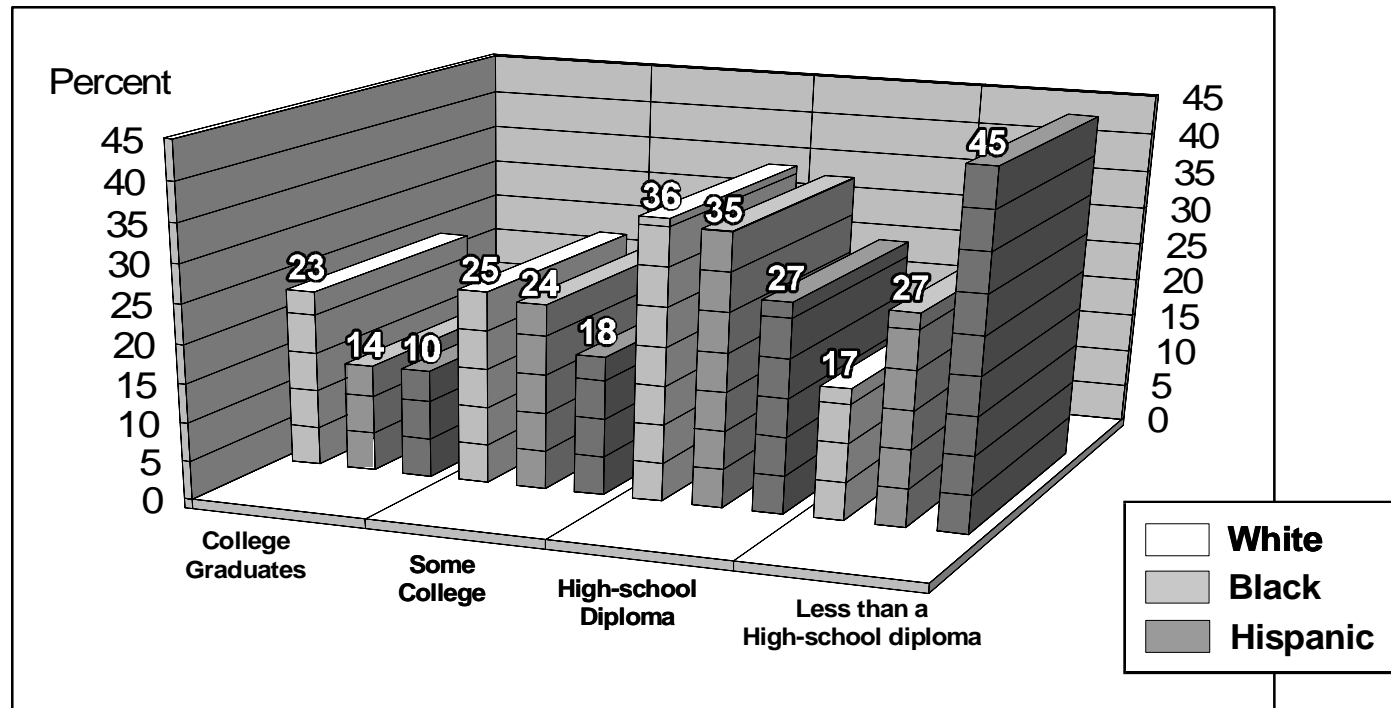
Implications:

- child care**
- flex time**
- working at home**
- job sharing**
- parental leave**
- change of sick leave policies**
- eldercare**

America Now and in 2050



Educational Attainment of Workers by Race and Hispanic Origin, 1994



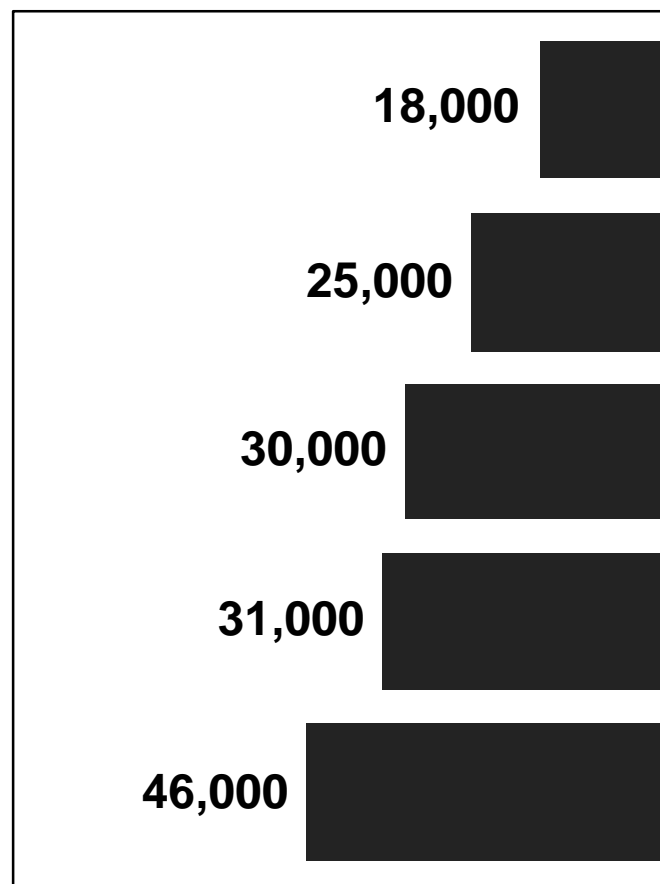
- Black and Hispanic workers have lower average educational attainment than whites.
- Hispanics have a much higher proportion of workers with less than a high school education than other workers.

Source: Bureau of Labor Statistics

Education Pays

Earnings in 1992

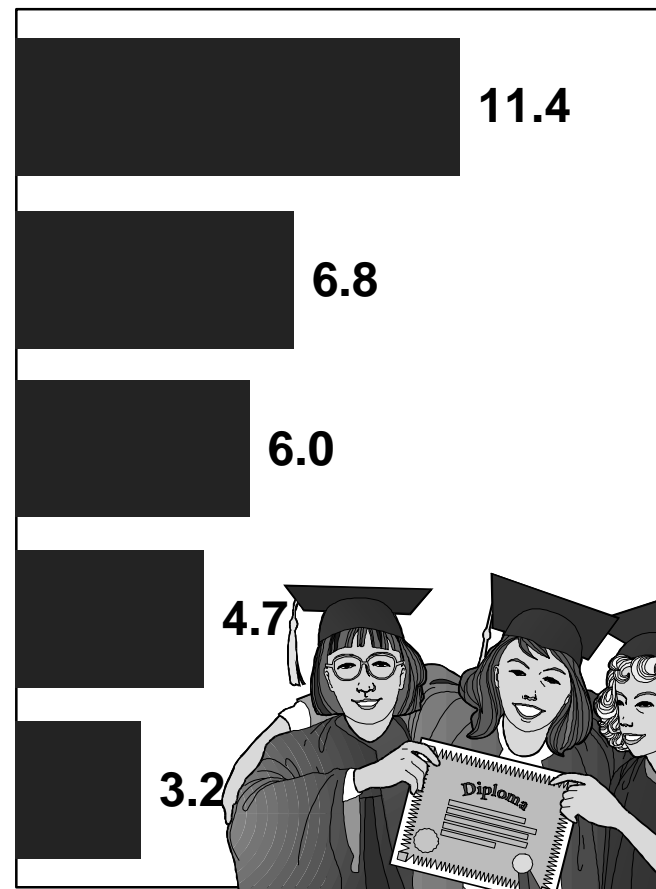
Dollars:



Unemployment Rate in 1992

Percent:

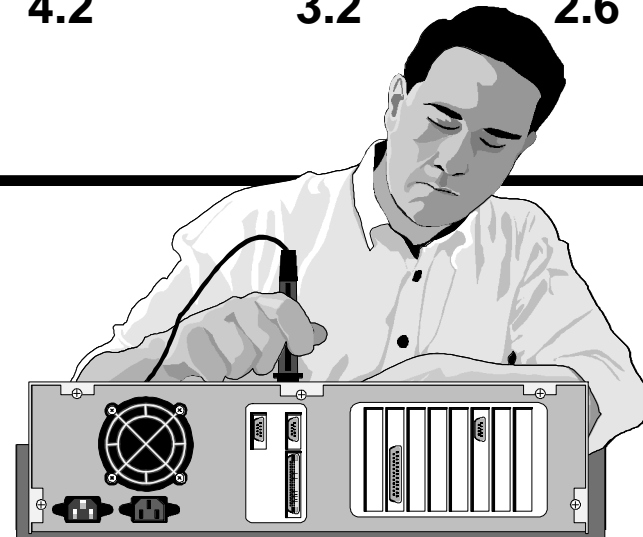
Less Than a High School Diploma



Source: Bureau of Labor Statistics

Fast-Growing Jobs Require More Basic Skills

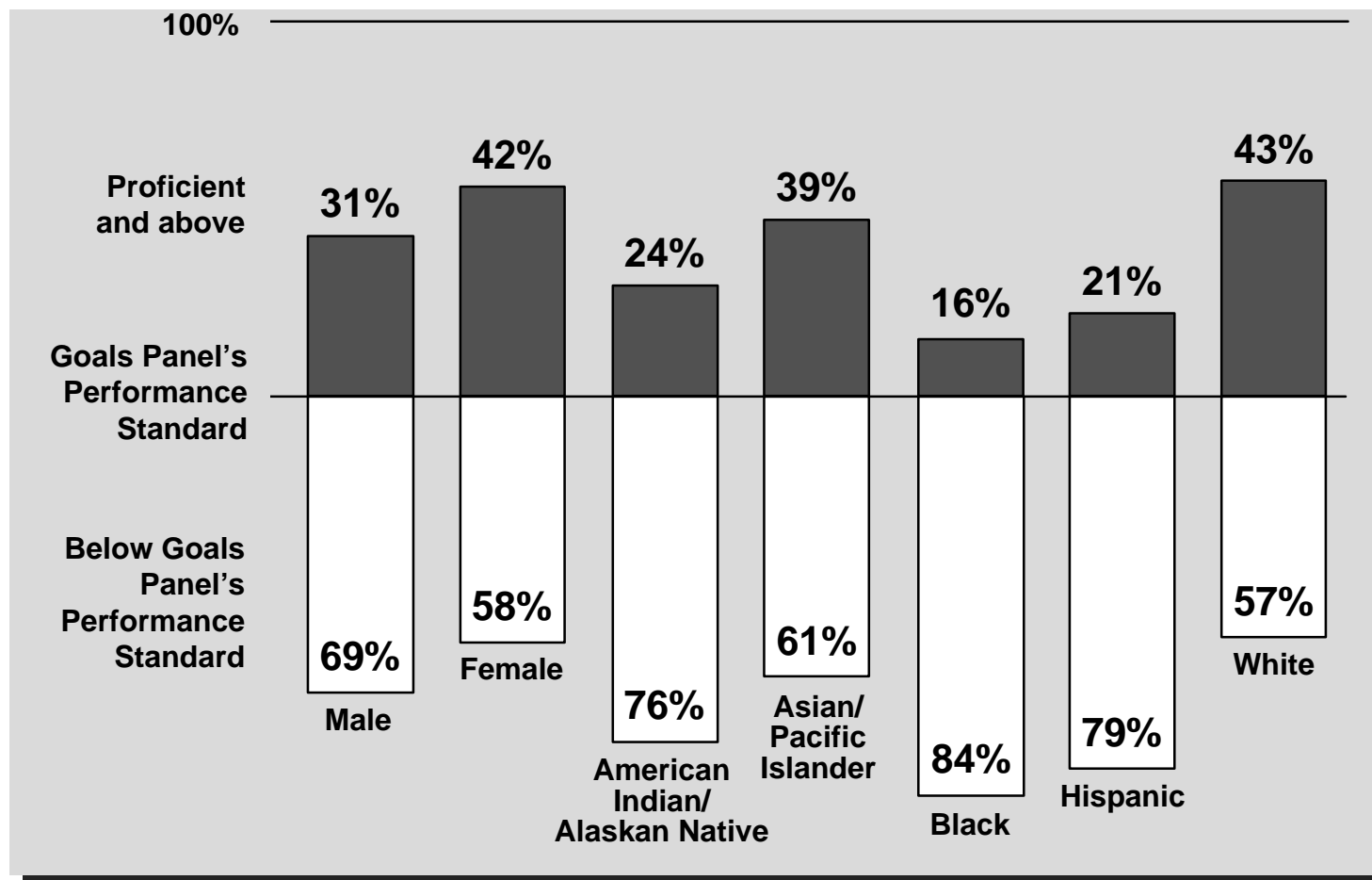
	Current <u>Jobs</u>	Fast <u>Growing</u>	Slowly <u>Growing</u>	<u>Declining</u>
Language Rating	3.1	3.8	2.7	1.9
Math Rating	2.6	3.1	2.3	1.6
Reading Rating	3.5	4.2	3.2	2.6



Source: Hudson Institute

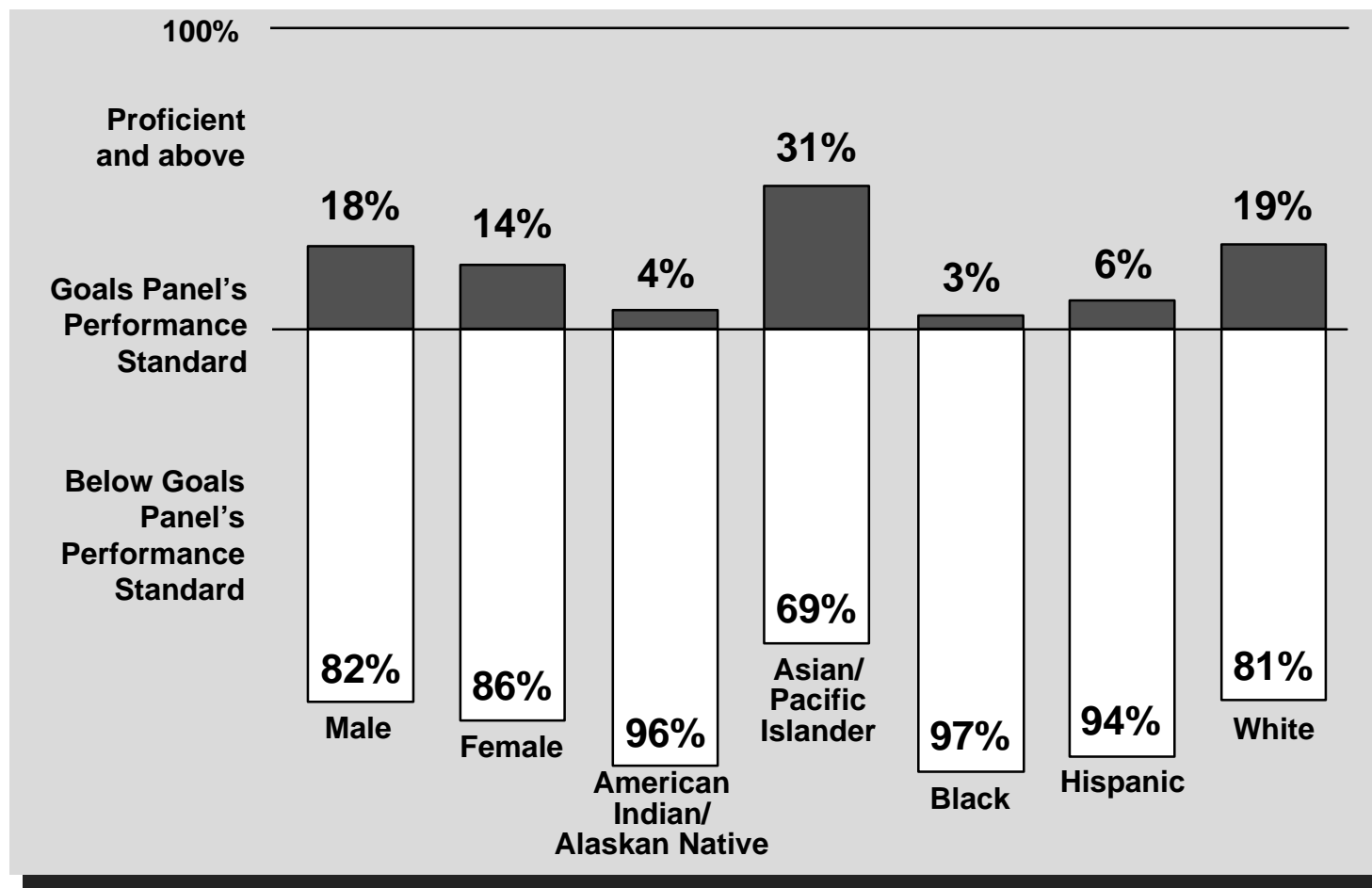
Reading Achievement - Grade 12

Percentage of 12th grade students who met the Goals Panel's performance standard in reading, 1992

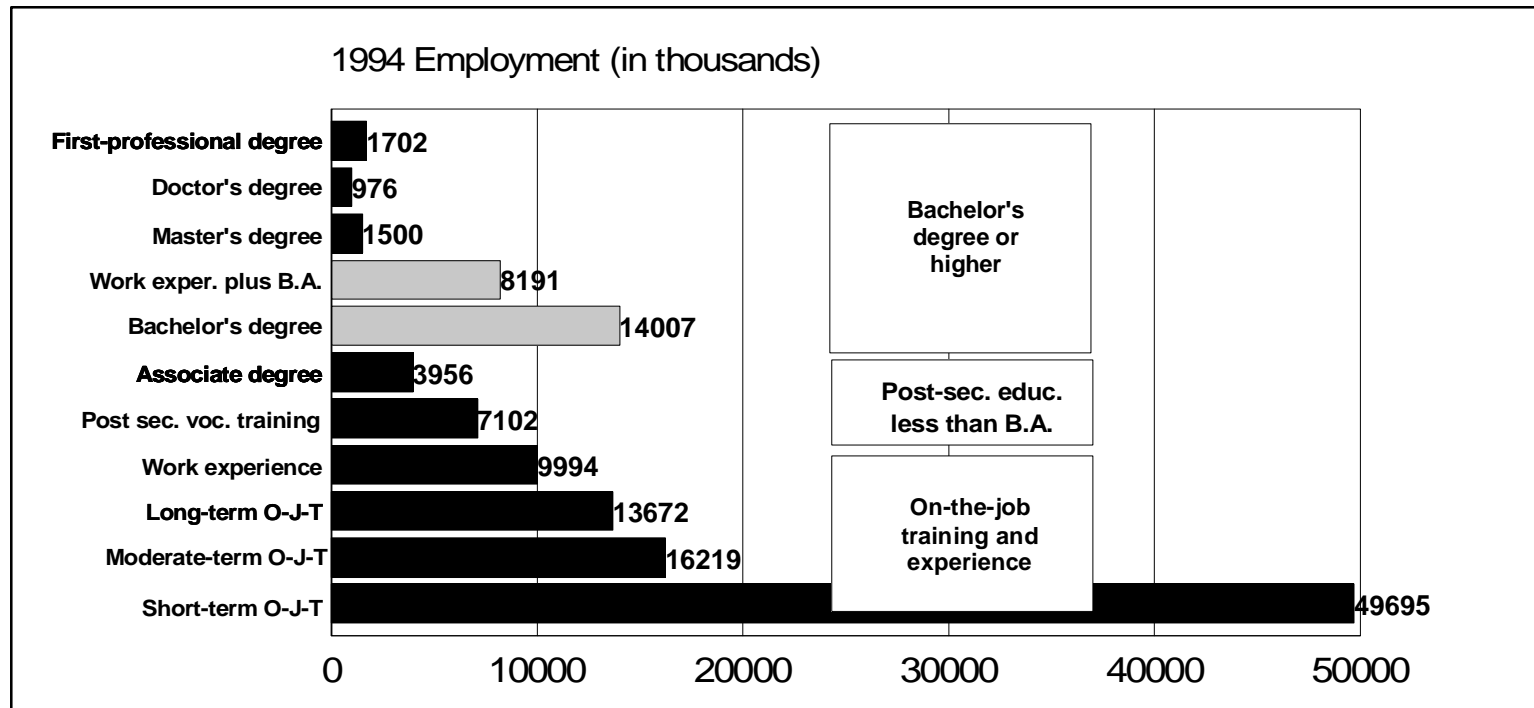


Mathematics Achievement - Grade 12

Percentage of 12th grade students who met the Goals Panel's performance standard in mathematics, 1992



Most Jobs Do Not Require a Bachelor's Degree



- Only about one-fourth of jobs required a bachelor's degree or higher in 1994.
- About 40 percent of jobs require relatively short term on the job training (less than 30 days)

Source: Bureau of Labor Statistics

Some National Initiatives

Goals 2000 Educate America Act

School to Work Opportunities Act

**Elementary and Secondary Education Act
(reauthorization)**

**Perkins Vocational and Applied
Technology Amendments**

ASVAB Career Exploration Program

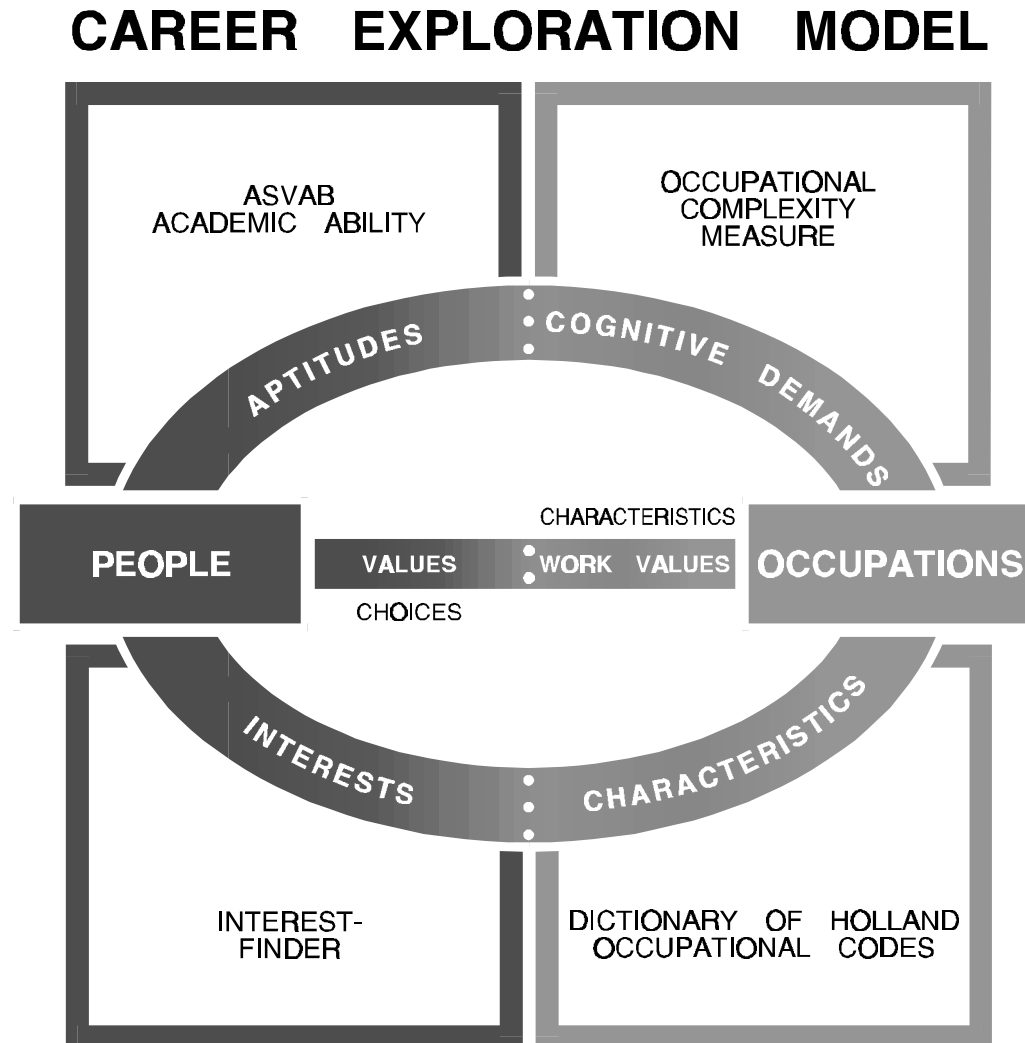
Army Planning for Life Initiative

National Civilian Community Corps

Basic Components of Career Exploration and Decision-Making

- **People and occupations have characteristics that make some people more compatible for certain occupations**
- **Basic career exploration and development requires:**
 - self-awareness
 - knowledge of occupations
 - awareness of the relationships between personal characteristics and occupations
 - specifying tentative choices
 - developing plans to attain a desired occupation

Career Exploration Model



How the ASVAB Career Exploration Program Helps

KNOWLEDGE OF SELF

- **Provides an aptitude test battery measuring**

Word Knowledge

Auto & Shop Information

Paragraph Comprehension

Mechanical Comprehension

Arithmetic Reasoning

Electronics Information

Math Knowledge

Numerical Operations

General Science

Coding Speed

- **Incorporates an interest inventory - The Interest-Finder**

- **Asks students to identify work values that are important to them in choosing an occupation**

Personal Preferences

- **Education**
- **Interest in knowing about military careers**
- **Work values to include:**

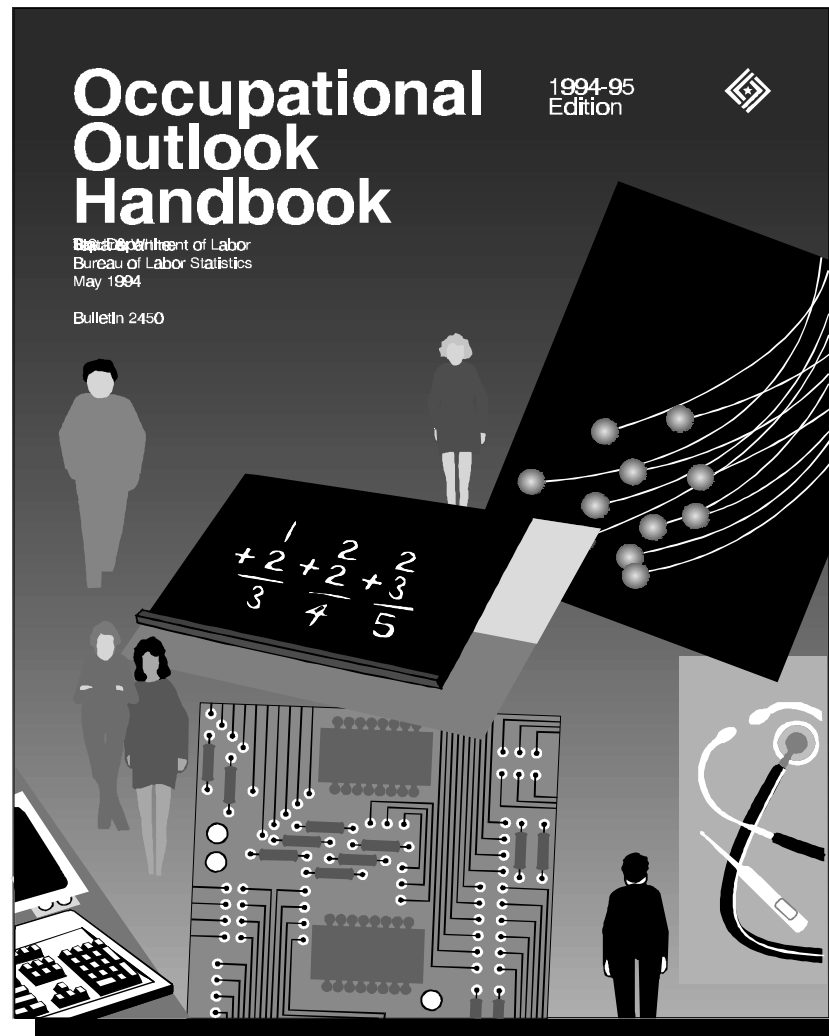
Challenge	Creativity
Helping Others	Income
Independence	Outdoor Work
Prestige	Public Contact
Security	Variety
Working in a Group	Little Physical Activity
Physically Challenging Activity	

How the ASVAB Career Exploration Program Helps

KNOWLEDGE OF OCCUPATIONS

- **Encourages students to explore more than 200 civilian and military occupations**
- **References occupations to either the Occupational Outlook Handbook or Military Careers or both publications**
- **Introduces students to such topics as**
 - **nature of the work**
 - **working conditions**
 - **qualifications required**
 - **job outlook**
 - **earnings**

Occupational Outlook Handbook



Military Careers



How the ASVAB Career Exploration Program Helps

LINKS BETWEEN PERSONAL CHARACTERISTICS AND OCCUPATIONS

- **Matches student ASVAB Academic Ability score to the cognitive demands of occupations**
- **Highlights occupations that correspond to the dominant interest areas of the person**
- **Allows students to see how their educational plans and work values fit with characteristics of specific occupations**

ASVAB Workbook

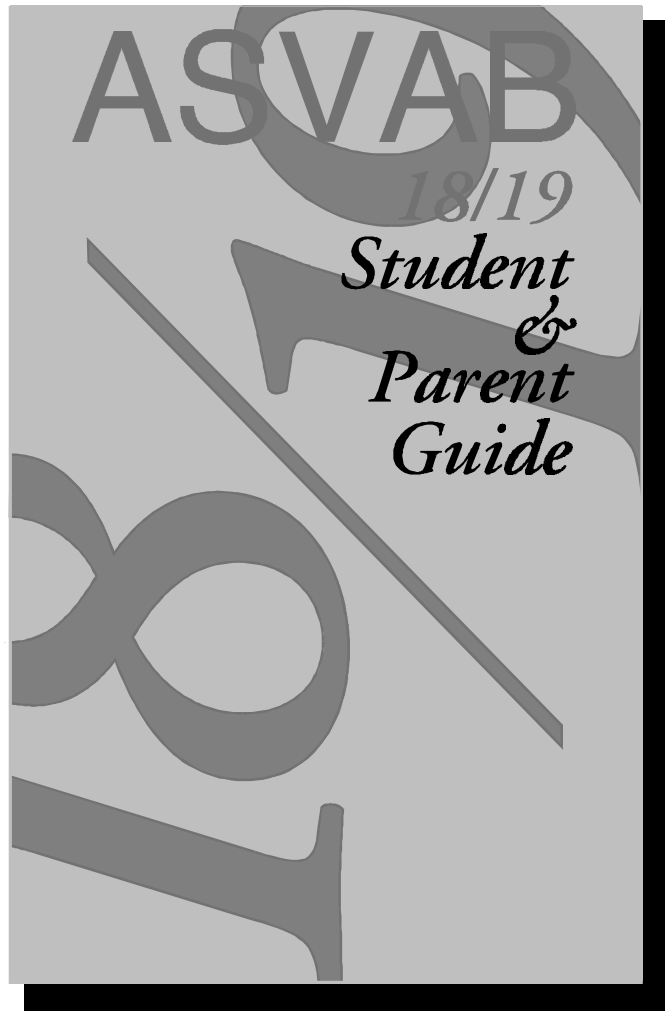
*EXPLORING
CAREERS*



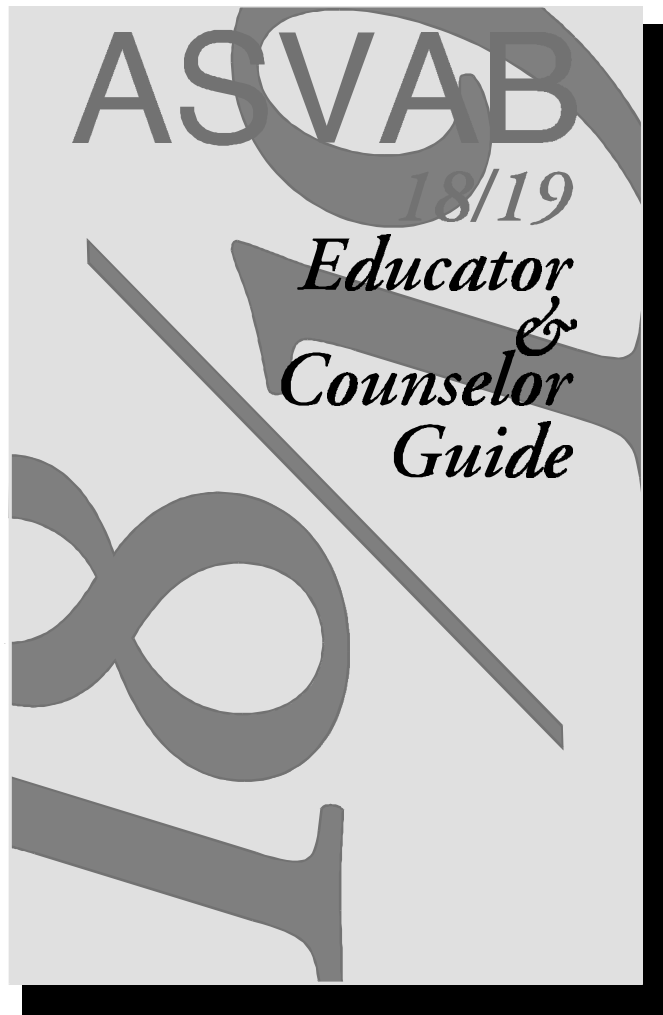
THE ASVAB WORKBOOK

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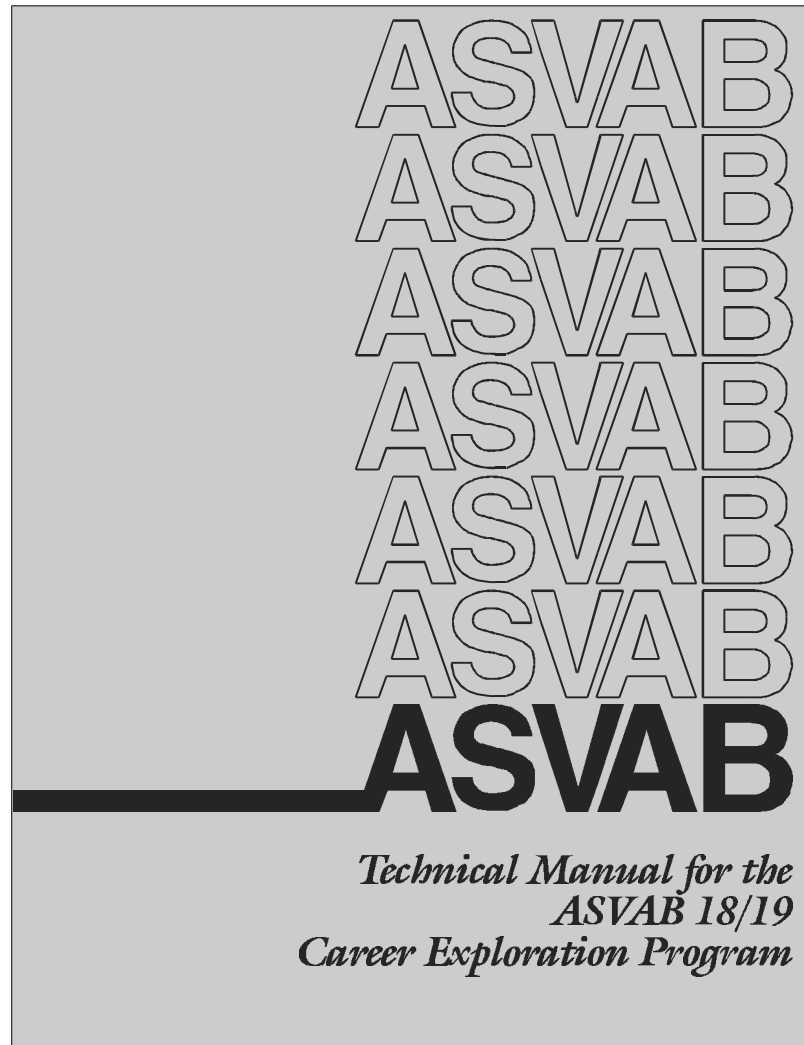
Student & Parent Guide



Educator & Counselor Guide



ASVAB Technical Manual



Participating CIDS

Arizona CIDS

Career Information System

C-LECT

COIN

Kansas Careers

Kentucky CIS

Missouri VIEW

Wisconsin CIDS

Discover

New Jersey CIDS

Passport to Your Future

Philadelphia VICS

South Dakota CIDS

Tennessee INFOE

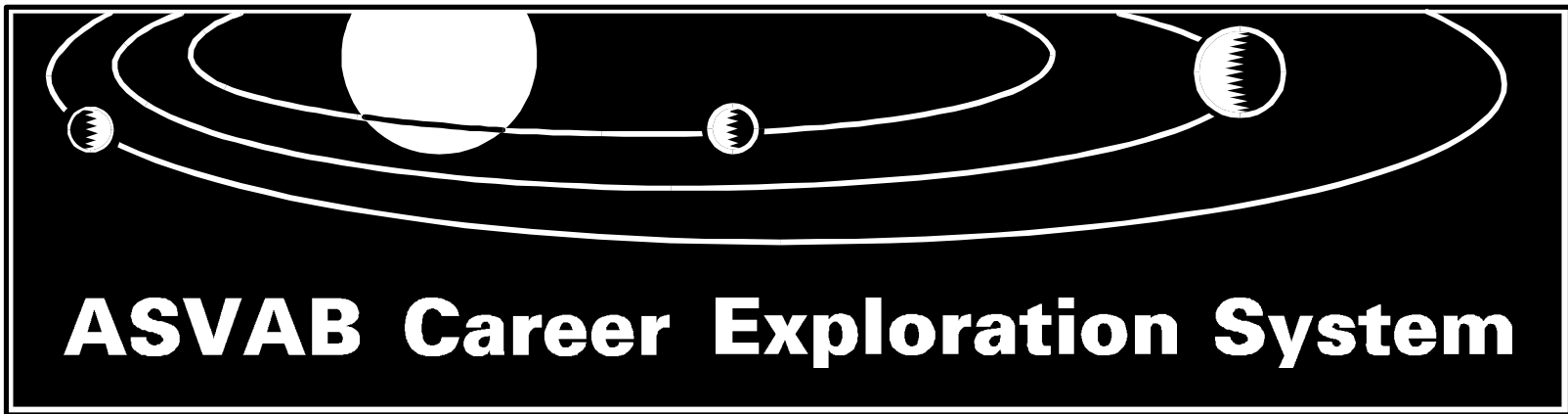
Virginia VIEW

Washington WOIS

CHOICES

GIS

ASVAB Career Exploration System



Support Personnel

- **Local ASVAB Program Experts**
 - Program explanations, testing administration arrangements, testing interpretation sessions, counselor training
 - MEPCOM ESS
 - Army ESS
 - Navy ESS
- **ASVAB HOTLINE (800) 323-0513**
- **Dr. Janet E. Wall**
 - Defense Manpower Data Center**
 - Department of Defense Center - Monterey Bay**
 - 400 Gigling Road, Seaside, CA 93955-6771**
 - (408) 583-2400**

Does the Program Make a Difference?

- Comprehensive program evaluation was conducted in 1994-96.
- Randomly selected students (n=1096) and guidance counselors (408) from across the U.S. participated in the study.
- Sample selection procedures and response rate allow generalizing to all ASVAB users.

Findings

Career Maturity

- Students who used the ASVAB Program increased their career maturity, as measured by the Career Decision Scale, a commercially-published instrument.
 - career certainty increased
 - career indecision decreased
- These increases in career maturity were significantly greater than students who did not participate in the ASVAB Program.
 - in schools that did not use the program career indecision increased (worsened.)
- These program benefits occurred regardless of race/ethnicity, type of academic program, grade, and gender.
- These program improvements lasted for at least one year.

Does the Program Make a Difference?

Career Exploration Knowledge

- **Students who used the ASVAB Program increased in all areas investigated.**
 - kind of career they want to pursue after high school
 - their abilities and skills
 - kinds of jobs they would be good at
 - what is required to succeed in different careers
 - what types of jobs are best for them
 - different careers in the military
- **These improvements took place for students regardless of their gender, race/ethnicity, grade, or academic program.**
- **Improvements lasted for at least one year.**
- **Nonusers did not show this increase.**

Does the Program Make a Difference?

Career Exploration Behaviors

- Students who used the ASVAB Career Exploration Program increased in the number of career exploration behaviors in which they engaged
 - proportion of students who talked with counselors increased
 - proportion of students who talked with recruiters increased
 - proportion of students who visited their school career center increased
- These increases took place regardless of race/ethnicity, gender, type of academic program, or grade.
- Students who did not use the ASVAB Program did not show these improvements.

Does the Program Make a Difference?

Consideration of New Careers

- 65% of students reported that the Program made them consider careers they had not considered before
- 20% of students indicated that they had changed their career plans
- These findings were confirmed by guidance staff

Subgroup Effects - Gender

- 95% of counselors felt that the program was equally good for males and females
- Male and female program users were equally likely to benefit from the program with respect to a) career maturity, b) career exploration knowledge, and c) career exploration behaviors

Subgroup Effects - Race/Ethnicity

- 93% of counselors felt that the program was equally good for minorities and non-minorities.
- Minority and white program users were equally likely to benefit from the program with respect to a) career maturity, b) career exploration knowledge, and c) career exploration behaviors.

Quality of Program Materials

- **Counselors identified “quality of the ASVAB materials” to be the #1 reason for using the program.**
- **81% of students said they would recommend the program to their friends.**
- **Students indicated that they thought the program was fun to use and the materials were understandable.**
- **Guidance staff felt that the program materials provided accurate information on student abilities, student occupational interests, and occupational preferences.**

Program Accession Rate Estimates Compared to Total Non-Prior Service Enlisted Accession Rate Estimates

Accessions Based on ASVAB Score Compared to Total Non-Prior Service Enlisted Accessions*			Accessions Based on ASVAB Score/Retest Data Compared to Total Non-Prior Service Enlisted Accessions*	
Average Number NPS Enlisted Accessions (FY 1991-1993)	Average Number of Accessions Using H.S. ASVAB** (FY 1991-1993)***	Percentage H.S. ASVAB Accessions	Average Number of Accessions Using H.S. ASVAB or Retest* (FY 1991-1993)	Percentage Who Accessed Using H.S. ASVAB or Retest Scores
297,386	25,390	8.5	47,650	16.0

*Includes all enlisted accessions into the active and reserve components of the military and into the Coast Guard.

**Number of program participants who accessed within five years of taking the H.S. ASVAB.

***Due to difficulties of matching program files to applicant files by Social Security Numbers, this is likely a low estimate.

Application for Enlistment Rate Estimates Based on Social Security Number Matching for Student Testing Program Participants

Average Number of Non-Prior Service Applicants for Enlistment (FYs 1991-1993)*	Average Number of Program Participants who Applied (but may not have enlisted)**	Percentage of Applicants that Participated in the Program
829,786	135,239	16.3

*Includes all enlisted applicants into the active and reserve components of the military and into the Coast Guard.

**Number of program participants in school years 1990-1991 through 1992-1993 that applied within five years of taking the H.S. ASVAB.

Percent of Contract Production Resulting from HS ASVAB Leads by Active Component

	Army	Navy	Marines	Air Force	All Services
Percent of Contract Production	18	19	17	26	19
Response Rate	75	70	58	65	70

Importance of and Time Devoted to Selected Lead Sources DoD Active Component Recruiters

	% Very/Extremely Important	% Important or higher	% Time devoted*
High School lists/ student directories	74	93	49
Referrals from contracts	64	95	23
High School ASVAB	55	88	32
Advertising lead cards	38	74	17
Selective Service lists	16	36	4

* Represents the average of response category midpoints assigned to respondents, thus the values do not sum to 100%.

Effectiveness of the High School ASVAB Percent that Agree or Strongly Agree with Statement

	Army	Navy	Marines	Air Force	All Services
The High School lists ASVAB is an effective recruiting tool for me	76	74	77	79	76
If the High School ASVAB was discontinued my recruiting efforts would suffer	65	71	66	74	68
The High School ASVAB makes my recruiting job easier	66	65	67	72	66
The High School ASVAB is one of my most valuable recruiting lead sources	61	55	56	69	59

Amount and Usefulness of Training to Interpret the High School ASVAB DoD Active Component Recruiters by Source of Training

	Training Received	% Training Adequate	Not at All Useful	Somewhat Useful	Very Useful
Basic Recruiter School	40	60	23	49	28
My Supervisor	52	72	17	48	35
Recruiter Trainer	35	67	30	42	28
My Service ESS	59	74	17	43	40
MEPS ESS	43	69	24	43	33
Other	17	72	30	42	28

Change in Guidance Staff Attitude about the Military as a Result of Participating in the ASVAB Program

- **Over one-third (39%) of the guidance staff indicated their attitude had become more positive; only one percent indicated that their attitude became more negative.**
- **The remaining respondents indicated there was no change in their attitude.**
- **Participation in the ASVAB Career Exploration Program was responsible for positively changing the attitudes of a substantial number of guidance staff.**

Guidance Staffs' Attitudes Towards Military at Schools that Do and Do Not Offer the ASVAB Career Exploration Program

Does school offer ASVAB Career Exploration Program?	How would you describe your general attitude towards the military?		
	<i>Positive</i>	<i>Neutral</i>	<i>Negative</i>
Yes	83.9%	14.9%	1.2%
No	55.5%	36.0%	8.4%

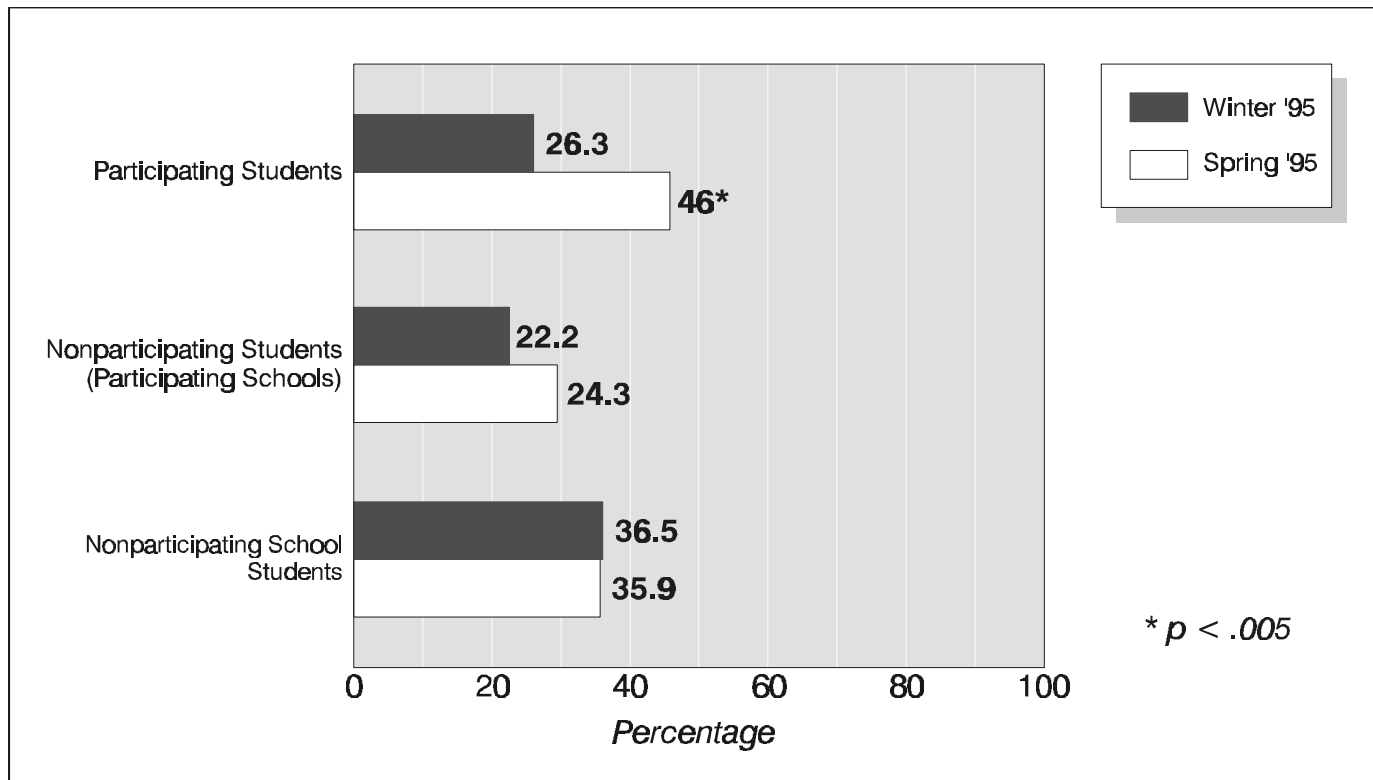
Note: The proportion of guidance staff with positive attitudes towards the military was significantly greater at participating schools than at nonparticipating schools, $t = 4.50$, $p < .0001$.

Students' Reasons for Participating in the ASVAB Career Exploration Program

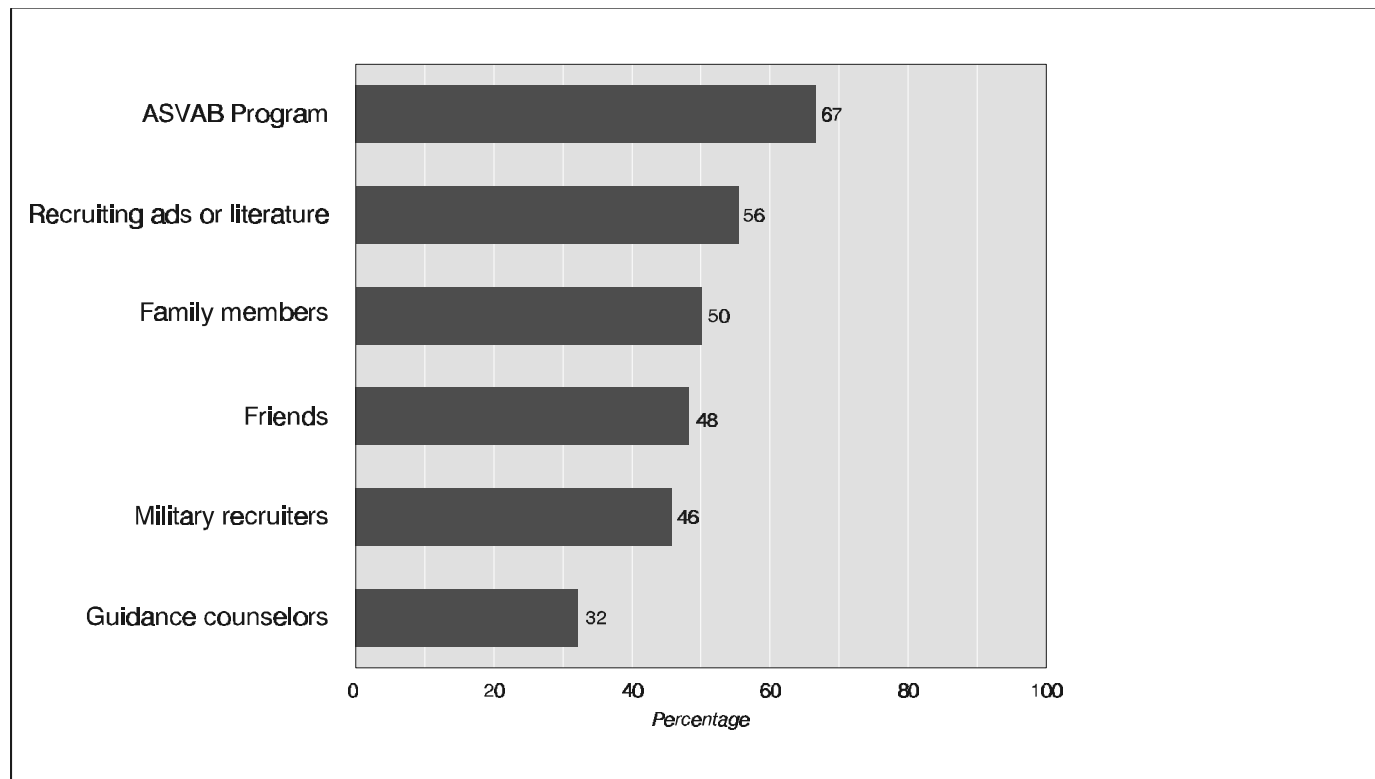
Reasons to Participate	Percentage of Students
I want to find out what to do after High School	74%
My counselor suggested it	43%
I am interested in the military	34%
I had to. My school required it	34%
My parents recommended it	16%
A friend recommended it	9%

Source: Levine, R., Huberman, M., & Wall, J. (1996, July). ASVAB Career Exploration Program: Impact on Student Career Development, DMDC Technical Report 96-006.
Seaside, CA: Defense Manpower Data Center.

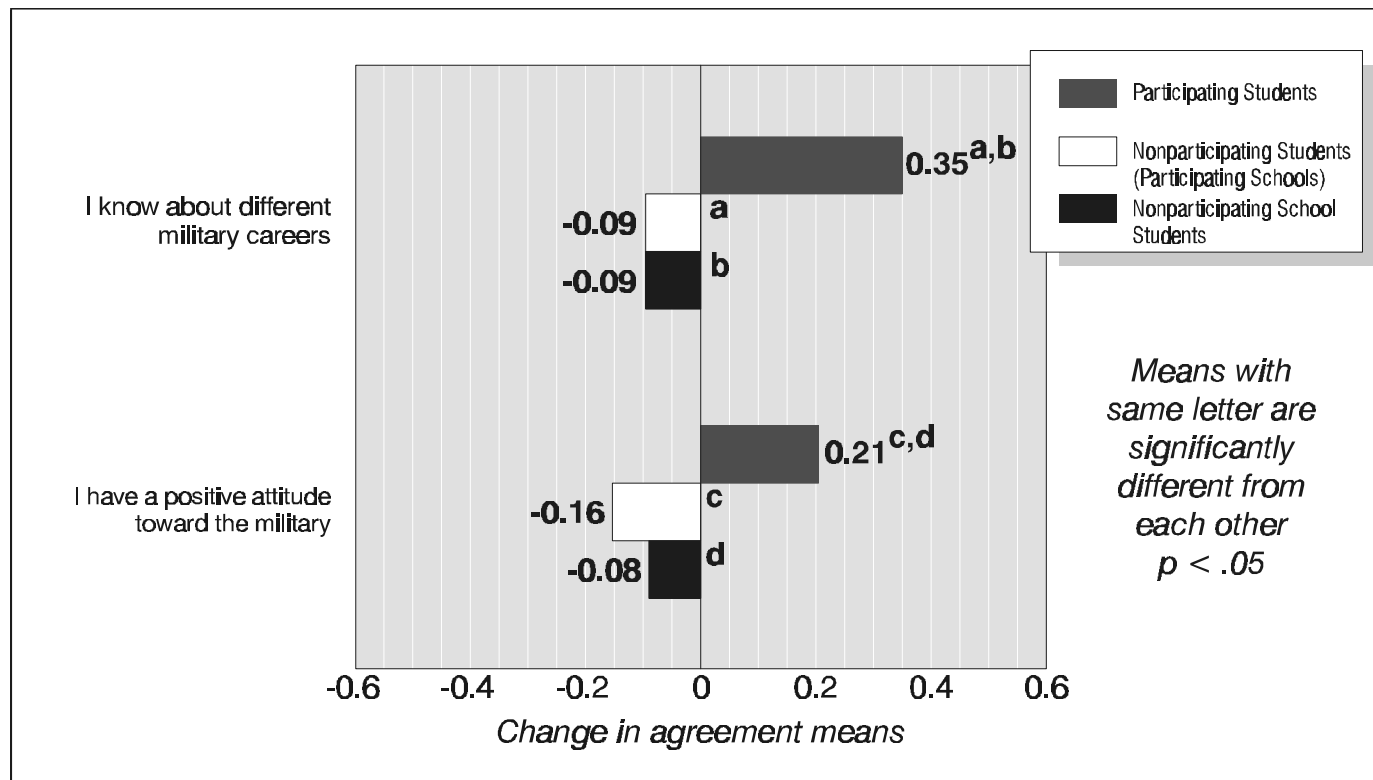
Proportion of Students Reporting Talking with Military Recruiters in the Past Six Months



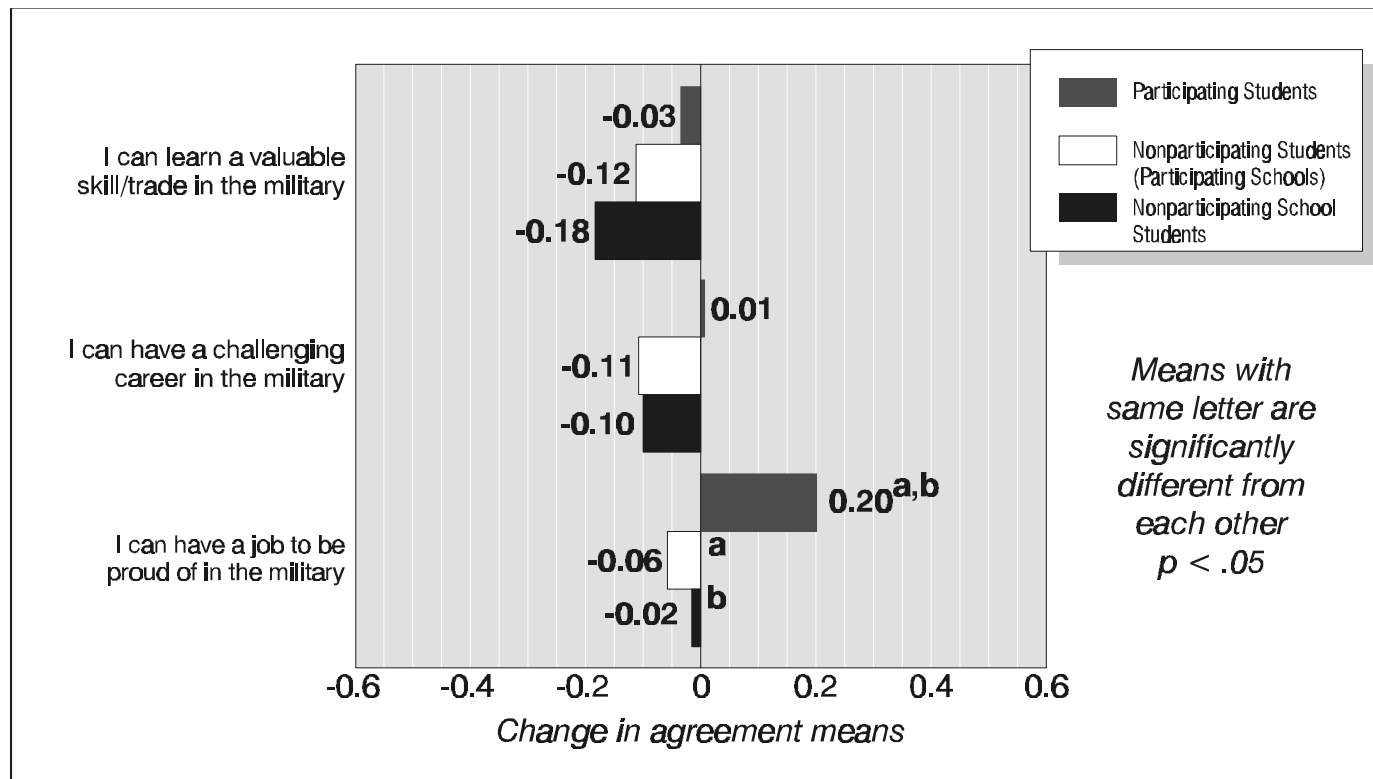
Ways in Which Participating Students Learned about Military Career Opportunities



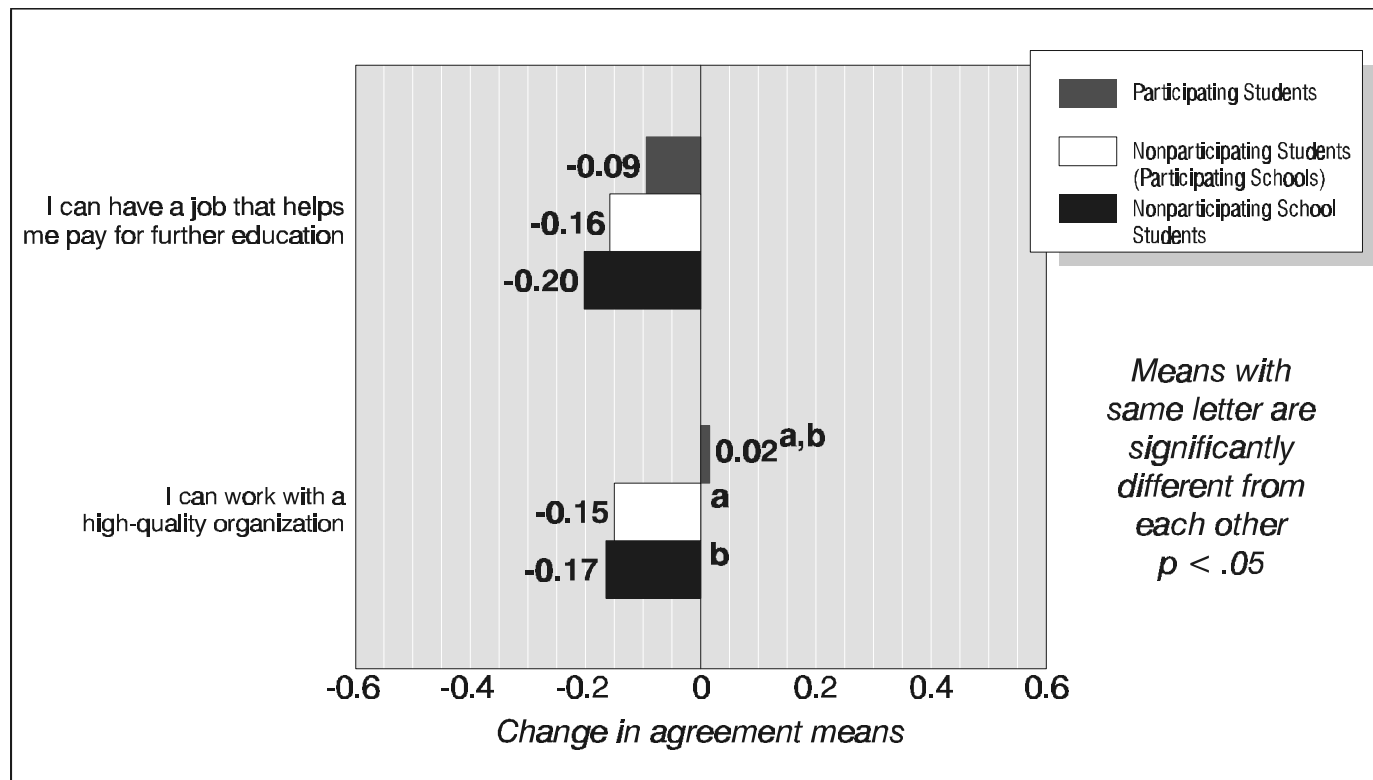
Changes in Linked Students' Knowledge of Military Careers and Attitudes Towards the Military



Change in Students' Agreement with Military Opportunity Statements



Change in Students' Agreement with Military Opportunity Statements



Effects of Participation on Likelihood of Student Enlistment

Students were directly asked to what extent the program increased their likelihood of choosing a career in the military. Over one-third (33.4%) of the participating students agreed that:

The information and guidance materials I got through the ASVAB Program made me more interested in serving in the military.

- In 1993-94, 870,390 students in 10th-12th grade participated in the ASVAB Career Exploration Program; in 1994-95, 875,255
- This implies that, in the past two years, as a result of the ASVAB Career Exploration Program, the enlistment propensity of over 580,000 students has been increased.

